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# Undergraduate Knowledge of School Psychology and the Effects of Presentation on Graduate and Career Pursuit

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Undergraduate Knowledge of School Psychology and the Effects of

Presentation on Graduate and Career Pursuit

(TITLE)

BY

Robert J. Bolin

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in School Psychology

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1996

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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## ABSTRACT

With the increasing national demand for credentialed school psychologists, it is essential that every effort be made to recruit qualified individuals into the field of school psychology. This paper describes the important role and function of the school psychologist. Research demonstrating the present and future need for school psychological services is presented. Literature investigating several factors that contribute to the gap between supply and demand is reviewed. An intervention is presented based on the recommendations of the reviewed research. A brief informational presentation on school psychology, in conjunction with distributed materials about the profession, was assessed with a retrospective pretest-posttest design. The intervention was shown to increase undergraduates' knowledge of school psychological service, the amount of information they had on school psychology as a potential career choice, and the amount of information they had on graduate training in school psychology. The intervention also significantly increased the number of students considering graduate training in school psychology. The majority of the students indicated that they planned on seeking more information about school psychology. The intervention was deemed relevant, interesting, and informative by the participants.

CHAPTER 1

Undergraduate Knowledge of School Psychology and the Effects of  
Presentation on Graduate and Career Pursuit

School psychology is one of the oldest applied specialties within psychology, now comprising over 30,000 professionals. It has academic and applied roots in a number of disciplines, including clinical psychology, educational psychology, counseling, and special education (Brown & Minke, 1986).

Not unlike many professionals, the "school psychologist" is difficult to define in precise terms. Some definitions are linked to issues of credentialing and level of training, and are associated with national or state organizations (APA, 1981; NASP, 1992). Other definitions tend to be brief and general (Fagan & Wise, 1994), and define school psychologists by the context in which they serve. For example, Bardon and Bennett (1974) stated, "School psychology differs from other psychological specialties in that it brings psychological knowledge, skills, and techniques to bear on the problems presented by the school as a total, unique place in which people live and work and on the problems of the people living in the school" (p. 8). In an effort to define the school psychologist independent of professional organizations, and to avoid confining school psychologists in the context in which they often serve, Fagan and Wise (1994) define the school psychologist as follows:

A school psychologist is a professional psychological practitioner whose general purpose is to bring a psychological perspective to bear on the problems of educators and the clients educators serve. This perspective is derived from a broad base of training in educational and psychological foundations as well as specialty preparation, resulting in the provision of comprehensive psychological services of a direct and indirect nature (p.3).

Through the years, school psychologists have served two primary roles; "sorter" and "repairer" of children (Fagan & Wise, 1994). The primary function of the "sorter" role has been the psychoeducational assessment of children referred for placement in special education programs (Fagan, 1995). In past decades the "sorter" role existed as the primary role, whereas other roles and functions could be considered to fall within the framework of "repairer" (Fagan & Wise, 1994). The secondary role of "repairer" has engaged school psychologists in individual and group interventions. In the past these interventions usually involved academic remediation and counseling, but currently may include more intensive interventions such as psychotherapy (Fagan, 1995). Fagan (1995) envisions consultation and engineering evolving as the third and fourth roles of school psychologists.

The traditional role of the school psychologist involves assessment of individual children. It is important to clarify

that psychological assessment and psychometric testing are not synonymous activities. Psychometric testing is one component of psychological assessment. Maloney and Ward (1976) note three major differences between assessment and testing:

- 1) psychometric testing is primarily measurement oriented, while psychological assessment is primarily problem oriented;
- 2) psychometric testing is primarily concerned with describing and studying groups of people, while psychological assessment focuses on an analysis of a particular individual in a problem situation; and
- 3) psychometric testing demands little if any clinical expertise other than of a psychometrist, while the role of the clinician or expert is crucial and integral to the process of psychological assessment (p.38).

Fagan and Wise (1994) describe the process of assessment as a series of steps designed to answer specific referral questions. Salvia and Ysseldyke (1991) suggest that within school settings, assessments are conducted to help make five types of decisions about students: 1) referral decisions; screening decisions; 2) classification decisions; 3) instructional planning decisions; and 4) pupil progress decisions. The assessment process requires the school psychologist to be involved in conducting classroom observations; the examination of school records; teacher, parent and child interviews; teacher and parent conferences; testing; report writing; and multidisciplinary staffings. Each of these

activities involves many components and requires specific skills. For example, psychometric testing requires the school psychologist to be an expert in administering and interpreting numerous cognitive abilities tests, academic achievement measures, perceptual tests, tests of fine and gross motor abilities, curriculum-based techniques, and behavioral, personality, and adaptive behavior measures (Fagan & Wise, 1994).

In addition to assessment, school psychologists provide other necessary services such as planning and implementing interventions, including individual and group counseling. Consultation, be it mental health, behavioral, crisis, or organizational, is another role of the school psychologist. Additional roles and functions of the school psychologist can include in-service training, staff development, and research projects. Research projects may involve evaluating the effectiveness of a special class placement or a behavioral modification program, or perhaps developing local norms for a given test (Fagan & Wise, 1994).

As demonstrated, the role of the school psychologist is complex and dynamic. School psychologists are engaged in a multitude of multifaceted activities designed to help children (Fagan & Wise, 1994). Without an adequate number of school psychologists, many of these essential services would not be available to the children who need them.

In 1975 the Education for All Handicapped Children Act (P.L. 94-142) sensitized the nation to the need for the availability and implementation of special education, including psychological services for handicapped school-aged children (Fagan & Wise, 1994). In 1986, P.L. 99-457 extended the educational rights of the handicapped downward to birth. According to the Office of Special Education Programs, to ensure that all students with disabilities have access to a free appropriate public education, there must be an adequate supply of special education personnel, including teachers, diagnostic staff, related services personnel, and other instructional staff (OSEP, 1994).

The availability of adequate numbers of school psychologists is critical if services are to be maintained. The 16th Annual Report to Congress on the Implementation of IDEA, 1994 reported that there is an estimated shortage of 1,154 school psychologists across the United States (Office of Special Education Programs, 1994). Although this number is down from the 1,297 positions reported in 1993, substantially more school psychologists are needed than any other professional special service staff (OSEP, 1993; OSEP, 1994).

The increasing demand of school psychologists has not occurred without notice from within the profession. Concern regarding the shortage of school psychologists prompted a special meeting of the National Association of State Consultants for School Psychological Services (NASCSPS) in June of 1987. A



study completed by the group revealed that a shortage existed in several areas of the country (NASCSPS, 1987). A total of 553 vacancies were reported across the 33 responding states. A study by Fagan and Kuehn (1987) found 321 vacancies in 29 states were expected to go unfilled for the 1987-1988 school year. Reschley and Connolly (1990) also found a shortage of school psychologists when they analyzed the numbers of anticipated school psychologist positions for the 1989-1990 school year, factored in an estimated attrition rate of 5% for the field, and compared those numbers with the number of estimated new school psychologists entering the field.

Although the present nationwide service ratio of psychologists to school-age children has improved to approximately 1:2,100 (Fagan, 1988), better ratios are recommended by professional associations. The American Psychological Association (APA) recommends a service ratio of 1:2,000 (APA, 1981). The National Association of School Psychologist (NASP) recommends a ratio of 1:1,000 (NASP, 1992). Based on projected enrollment and a conservative ratio of 1:2,000, Fagan (1988) estimated that by the year 2000 there will be a need of 4,880 additional practitioners. Practitioner-to-children ratios serve only as rough indicators of quality service provision; nevertheless, they have been an important index for several decades (Fagan & Wise, 1994).

Continued shortages of school psychologists could have serious implications not only for the children and families

served, but for the profession of school psychology as well (Brown & Minke, 1986; Fagan, 1988; Zins & Curtis, 1988; Curtis & Zins, 1989). Fagan contended that the continued shortage of school psychologists could counteract the progress of school psychology of recent years (Fagan, 1988). Fagan (1988) stated, "If we fail [to assure adequate numbers of practitioners are trained], we may witness returns to the Master's degree for entry, reduced program admission requirements, reduced field experience requirements, or waivers for 'emergency conditions'" (p. 453). This shortage may force the schools to turn to other school personnel for services, or even create new professional roles to fulfill the responsibilities normally assigned to school psychologists (Fagan, 1988). Curtis and Zins (1989) report that some state departments of education are attempting to reduce the criteria for becoming certified as a school psychologist in an effort to increase the number of people entering the field. Conversely, both the American Psychological Association (APA) and the National Association of School Psychologists (NASP) have been advocating the level of graduate training be increased above the traditional masters level. The ramifications of this issue prompted NASP to officially establish the recruitment and retention of high quality practitioners and trainers into school psychology as one of the top priorities of the association (Curtis & Hunley, 1994).

A major contributing factor cited for the shortage of school psychologists is the decline in the number of new school

psychologists entering the field (Fagan, 1988). Brown and Minke (1984) reported 7,293 students in training during the 1981-1982 academic year and only 6,373 students in training during the 1983-1984 academic year. Brown and Minke (1986) detected the overall number of new students enrolling in school psychology training programs has declined by 14% between 1977 and 1983. Curtis and Zins (1989) propose that the overall decline would have been even greater had it not been for a 28% increase in doctoral program enrollments. There has not been more recent research in this area to contradict this trend.

Conversely, there has been an increase in the number of students seeking graduate training in psychology (Howard et al., 1986). Clinical psychology programs continue to field the most applications; it has been estimated that clinical applications outnumber others by a factor of about five (Korn & Lewandowski, 1984). As a result, clinical programs tend to be the most competitive to gain acceptance. Ware (1984) found that APA approved programs in clinical were more competitive than their counterparts in counseling and school psychology, but that competition for admission to all programs is rigorous. Mayne, Norcross, & Sayette (1994) reported a mean acceptance rate of 10% when they surveyed 129 directors of APA-accredited clinical psychology programs.

Korn and Lewandowski (1984) labeled the situation as a "clinical bias" to reflect their hypothesis that students underestimate career opportunities in nonclinical areas of

psychology. Halgin (1986) listed application to school psychology programs as one of several alternatives to clinical programs for undergraduate students who desire to become applied clinicians.

One consistent finding among recruitment surveys that supports the "clinical bias" hypothesis is that undergraduate psychology majors lack knowledge about the profession of school psychology. The NASCSPS survey concluded that only those students who received undergraduate training at an institution which included a graduate program in school psychology knew that the field of school psychology even existed (NASCSPS, 1987). NASCSPS (1987) found that a general lack of knowledge of the field of school psychology was a major factor negatively contributing to the lack of enrollment in school psychology programs. One of the issues the group identified as a need is to increase awareness of school psychology as a career field. Strategies recommended by the group, to be implemented at a national, state, and local level include: 1) teach high school psychology class or career day; 2) recruit and retrain M.A. level students and practitioners from other fields of psychology and education; 3) emphasize positive aspects of school psychology; and 4) develop strategies to target undergraduate students at all universities, which can include using competent graduate students to talk with undergraduate students (NASCSPS, 1987).

Graden (1987) surveyed senior psychology majors who were members of Psi Chi, the undergraduate honorary for psychology majors, and current school psychology graduate students. Graden determined that, "It is clear that, currently, many of the individuals who potentially could enter school psychology do not even know about it as a career option, and many more do not know about graduate training opportunities in school psychology" (p.13). Students in both groups noted the need for increased recruitment efforts, stating that they either did not know about school psychology, or "accidentally" learned about school psychology. Current school psychology students rated an on-site interview with a faculty member, a program handbook, and a program brochure as the most effective methods which helped them to select a school psychology program (Graden, 1987).

Both undergraduate psychology majors and current school psychology graduate students were asked to recommend what they thought would be successful methods to recruit high quality students into the profession. Students most frequently suggested strategies on how to better educate undergraduate students about school psychology as a profession. Suggested methods included disseminating information through undergraduate coursework, through undergraduate advisors, through speakers at Psi Chi meetings, and in undergraduate textbooks. Students also suggested the use of printed dissemination material (e.g. flyers, posters, brochures) educating students about school psychology (Graden, 1987).

Reschly's and Connolly's (1990) data also support the concept that undergraduate psychology majors' knowledge of school psychology is lacking. They found that there is space available in the majority of programs they surveyed, and that additional publicity is needed regarding the availability of opportunities for graduate education at those programs. It was concluded that:

1) there is space for more students in about half of the graduate programs; 2) the cultural diversity of school psychology graduate students has improved gradually, but further improvement is needed; 3) vigorous action is needed to recruit greater numbers, as well as more diverse students to school psychology graduate programs; and 4) school psychology organizations must encourage the continuation of current programs and the establishment of new programs, especially in regions and states with the greatest current shortages of personnel (p. 8).

NASP has made several efforts to address this issue. They published two brochures targeted at undergraduate students entitled What is a school psychologist? and Becoming a school psychologist: Selecting a school psychology training program. A poster project was initiated through the Accreditation, Credentialing, and Training (ACT) Committee and the Public Information/Public Relations (PI/PR) Committee. The poster, School psychology...A very special helping profession, was mailed to 500 undergraduate psychology departments in 1991, and

an additional 1000 institutions in 1992. The poster included photographs of school psychologists working with children, basic information about the profession, and brief statements about the rewards of being a school psychologist. Attached to the poster were preaddressed, postage-paid postcards which could be returned to NASP headquarters requesting information about school psychology. NASP responded to the inquiries by sending a letter from the President of NASP, the two brochures, and a list of nationally approved training programs (Curtis & Hunley, 1994).

In an effort to investigate the familiarity of undergraduate psychology majors who returned recruitment postcards with the field of school psychology, the avenues through which they had acquired information about the field, and factors that influence their selection of graduate schools, Curtis and Hunley (1994) surveyed 410 undergraduates from across the country who returned post-cards from the poster project.

Curtis and Hunley (1994) also found that undergraduate psychology majors lacked knowledge of school psychology as a profession. In their study, as would be expected, NASP represented the student's primary source of information about the field. However, relatively few of them acquired information from any other single source, with the exception of their contacts with professionals other than school psychologists (Curtis & Hunley, 1994). An interesting and disturbing finding

was that only 24.2% of the students reported receiving information on school psychology from their advisors, and only 19.7% from other undergraduate faculty (Curtis & Hunley, 1994). Curtis and Hunley (1994) concluded,

Perhaps the most significant finding is that the majority of undergraduate students, and almost two-thirds of the African-American and Hispanic students report not having enough information about school psychology as a potential career choice. This is a problem that persists and must be addressed if the shortage of personnel is to be remedied (p.10).

The present intervention is based on the recommendations of the presented research. The hypotheses of the study were that a brief informational presentation on school psychology, in conjunction with distribution of printed materials about the profession, would increase: 1) undergraduate's knowledge about the services school psychologists typically provide; 2) the amount of information of school psychology they had as a potential career choice; 3) the amount of information they had on graduate training in school psychology; 4) and consideration of graduate study in school psychology. Presentation interest and relevance to the audience were also examined, as was inspiration of future investigation of school psychology.



CHAPTER 2

Method

Participants

In an effort to include psychology and education majors, undergraduate students ( $n = 113$ ) were solicited from upper-level psychology courses 3521, 3590, and 3780 at Eastern Illinois University. Approximately 31% of the students were psychology majors, 21% education majors, and 45% majors in other disciplines or undecided. The majority of the students were upperclassmen, with approximately 84% juniors and seniors and 16% sophomores. Approximately 88% of the students were between the ages of 18 and 23, 12% indicated they were over 23 years of age. Most of the students surveyed were white/non-Hispanic (81%) and female (85%).

Instruments and Materials

A survey was modified from Curtis and Hunley (1994). The survey consisted of two sections. In Section 1 of the survey participants were asked basic demographic information such as age, gender, major, undergraduate class, and ethnicity. Respondents were asked to answer questions relating to their preferred areas of graduate study in psychology, their interest level in those areas, how they acquired information in those areas, and what services they believe they will provide as professional psychologists. In addition, respondents answered questions specifically relating to school psychology; such as what services they believe school psychologists provide, how

informed they feel they are about school psychology as a potential career choice, how informed they feel they are about graduate training in school psychology, and how they acquired information about school psychology. Section 2 of the survey was administered as a posttest, designed to measure the independent variables (i.e., increase in undergraduate knowledge about the services school psychologists typically provide, etc.). A copy of the survey is included in Appendix A.

Two NASP publications were utilized in this study. The NASP brochures What is a school psychologist? and Becoming a school psychologist: Selecting a school psychology training program were distributed along with a brochure on Eastern Illinois University's School Psychology program.

#### Procedure

The survey was administered to undergraduate students in psychology courses 3521, 3590, and 3780. Students were first asked to complete Section 1 of the survey. Section 1 was collected after all of the students completed it.

A school psychology faculty member and a school psychology specialist candidate then presented information (i.e., the intervention) addressing the following questions, based on Fagan and Wise (1994): 1) what is a school psychologist; 2) what are the most common services provided by school psychologists; 3) what are the most common settings in which a school psychologist is employed; 4) at what levels are school psychologists trained; 5) how do school psychologists differ from other psychologists;

6) how many school psychologists are there; 7) what contract and salary arrangements are most common; and 8) how attractive are job prospects for trainees?

The NASP brochures What is a school psychologist? and Becoming a school psychologist: Selecting a school psychology training program were distributed along with a brochure on Eastern Illinois University's School Psychology program. School psychology faculty and graduate student contacts (i.e., names and phone numbers) were made available for further inquiry. Section 2 of the survey was administered and completed immediately following the 20 minute presentation.

CHAPTER 3

Results

A comparison of responses from Section 1 and Section 2 revealed that the intervention was shown to increase the amount of information undergraduate students had on school psychology as a potential career choice, as well as the amount of information on graduate training in school psychology. Wilcoxon *T*-tests comparing pretest and posttest responses were significant at the .01 level. As demonstrated in Table 1, 63% of the students reported an increase, 30% reported no change, and 7% reported a decrease in the amount of information they felt they had on school psychology as a potential career choice. Similarly, as demonstrated in Table 2, approximately 63% reported an increase, 27% reported no change, and 5% a decrease in the amount of information they felt they had on graduate training in school psychology.

The intervention was also successful at increasing undergraduates' perceived knowledge of school psychology. As displayed in Table 3, 99% of the students responding believed their knowledge about the services school psychologists typically provide increased as a result of the presentation.

There was a significant increase in the number of students considering graduate study in school psychology as a result of the intervention ( $p > .001$ ). Results are displayed in Table 4.

Approximately 77% of responding students reported the presentation was moderately or extremely relevant to them, 18%

reported it was slightly relevant, and only 5% believed it was not relevant to them. Results are shown in Table 5.

Table 6 shows that approximately 93% of the students believed the presentation was moderately or extremely interesting and informative, and 5% indicated it was only slightly interesting and informative. Only 1 person responded negatively to this item.

As a result of the presentation, 35% of the responding undergraduates said they plan on looking into finding out more about school psychology. Approximately 39% indicated they might do so. Twenty-five percent indicated they would not seek additional information. Table 7 summarizes these results.

CHAPTER 4

Discussion

Results support the use of intervention in terms of informational presentation and dissemination of printed materials to acquaint undergraduates with the field of school psychology. One interesting finding was that only 30% of the undergraduate students surveyed were declared psychology majors, yet a large percentage of the students still responded positively to the presentation. For example, 93% of the students indicated the presentation was interesting and informative, and 77% reported that it was relevant to them. In fact, although only 30% of the students declared themselves as psychology majors, after the presentation, 40% of the students indicated that they were considering graduate training in school psychology. As a high percentage (21%) of the undergraduates were education majors, further efforts to recruit these students seems warranted.

In addition to comparisons by major, future analysis of the data can investigate the effects of other demographic information such as ethnicity, as well as the effects of the presentation on other areas of psychology such as clinical and counseling. Further exploratory research, such as where students obtained information about graduate training, can be compared with the results of prior research by Curtis and Hunley (1994). Future investigation could include a longitudinal

posttest to examine the long-term effects of the intervention.

In summary, the intervention, which consisted of an informational presentation by a graduate student and a faculty member combined with the distribution of materials and contacts, was shown to significantly increase: 1) undergraduate's knowledge about the services school psychologists typically provide; 2) the amount of information of school psychology undergraduates had as a potential career choice; 3) the amount of information undergraduates had on graduate training in school psychology; 4) and the number of students considering graduate study in school psychology. The presentation was shown to inspire future investigation of school psychology. Finally, the intervention was deemed relevant, interesting, and informative by the participants.

National, state, and local organizations as well as universities can use this knowledge to develop similar interventions in an effort to recruit qualified individuals into the field of school psychology. This would be a positive step towards eliminating the growing gap between supply and demand of practitioners, and would aid the profession of school psychology. Most importantly, these efforts would aid the children and families the profession school psychology serves.

CHAPTER 5

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## CHAPTER 6

Table 1

Amount of Information, School Psychology as Potential Career Choice

Direction and Frequency of Wilcoxon Assigned Rank, Posttest-Pretest

-2.00	-1.00	0.00	+1.00	+2.00	+3.00
2	5	30	42	18	3

Note. Four point scale = (A) no information; (B) slightly informed; (C) moderately informed; (D) extremely informed.

Table 2

Amount of Information, Graduate Training in School Psychology

Direction and Frequency of Wilcoxon Assigned Rank, Posttest-Pretest

-2.00	-1.00	0.00	+1.00	+2.00	+3.00
2	3	25	42	17	4

Note. Four point scale = (A) no information; (B) slightly informed; (C) moderately informed; (D) extremely informed.

Table 3

Knowledge of School Psychological Services

Question: Do you believe your knowledge about the services school psychologists typically provide has increased as a result of the presentation that was given?

Yes	No	No Response	N
101	1	11	113
89.38	.88	9.73	100%

Table 4

Consideration of Graduate Training in School Psychology

<u>Frequency and Percentage Considering</u>		<u>Significance Level</u>		<u>N</u>
<u>Pretest</u>	<u>Posttest</u>	<u>X</u>	<u>P value</u>	
26 (25%)	40 (40%)	30.17	<.001	102

Table 5

Presentation Relevance

Question: How relevant was the presentation on school psychology to you?

No Response	NR	SR	MR	ER	N
14	5	18	41	35	113
12.39	4.42	15.93	36.28	30.97	100%

Note. NR = Not Relevant; SR = Slightly Relevant; MR = Moderately Relevant; ER = Extremely Relevant.

Table 6

Interest to Audience

Question: How interesting and informative was the presentation on school psychology to you?

No Response	NR	SR	MR	ER	N
14	1	5	54	39	113
12.39	.88	4.42	47.49	34.51	100%

Note. NR = Not Relevant; SR = Slightly Relevant; MR = Moderately Relevant; ER = Extremely Relevant.

Table 7

Inspiration of Future Investigation of School Psychology

Question: As a result of the presentation, will/are you looking into finding out more about school psychology? (e.g., read NASP materials, speak with faculty and/or graduate students).

Yes	No	Maybe	No Response	N
36	26	40	11	113
31.86	23.01	35.4	9.73	100%

APPENDIX A

**EASTERN ILLINOIS UNIVERSITY  
SURVEY - QUESTIONNAIRE FORM**

**IMPORTANT DIRECTIONS  
FOR MARKING ANSWERS**

USE NO. 2 PENCIL ONLY

- Do **NOT** USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

**GENERAL DIRECTIONS**

**Psychology Interest Survey**

This survey is designed to measure your levels of interest in graduate study in psychology. Please answer the questions as accurately as possible.

Please enter the last four digits of your social security number in the spaces marked ABCD to the right. This is for clerical use only.

CODES									
A	B	C	D	E	F	G	H	I	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**DO NOT WRITE IN THIS AREA**

	A	B	C	D	E	F	G
Please enter your age:							
A) 18 B) 19 C) 20 D) 21 E) 22 F) 23 G) over 23							
Please enter your gender:							
A) male B) female							
Please enter your major:							
A) psychology B) education C) other (specify)							
Please enter your class:							
A) freshman B) sophomore C) junior D) senior E) other							
Please enter your ethnicity: A) White/Non-Hispanic							
B) African-American/Non-Hispanic C) Hispanic D) Asian/Pacific							
Islander E) American Indian/Alaskan Native F) other (specify)							
1. Do you plan to seek graduate training in some field/area of psychology?							
A) yes, though I have not yet applied B) yes, and I have applied C) undecided D) no (if no please go to question 3).							
2. In which of the following areas of psychology are you considering graduate training? (Mark A for consideration).							
clinical psychology							
counseling psychology							
experimental psychology							
school psychology							
industrial/organizational psychology							
other (please specify)							
3. Rate your interest level (A extremely not interested; B moderately not interested; C slightly not interested; D slightly interested; E moderately interested F extremely interested; DO NOT MARK G) of the following areas.							
clinical psychology							
counseling psychology							
experimental psychology							
school psychology							

CONTINUED ON REVERSE SIDE



# DO NOT WRITE IN THIS SPACE

## SURVEY — QUESTIONNAIRE FORM



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DO NOT WRITE IN THIS AREA

industrial/organizational psychology	A B C D E F G
	○ ○ ○ ○ ○ ○ ○
other (please specify) _____	○ ○ ○ ○ ○ ○ ○
4. In what ways did you receive information about graduate training in psychology? Mark A for all that apply.	
undergraduate major advisor	○ ○ ○ ○ ○ ○ ○
undergraduate faculty	○ ○ ○ ○ ○ ○ ○
career placement officer	○ ○ ○ ○ ○ ○ ○
handbook/brochure/flyer for specific program(s)	○ ○ ○ ○ ○ ○ ○
directory programs in psychology	○ ○ ○ ○ ○ ○ ○
other (specify) _____	○ ○ ○ ○ ○ ○ ○
have not recieved information about graduate training	○ ○ ○ ○ ○ ○ ○
5a. Do you think you have enough information about <b>school psychology</b> as a potential career choice? A) yes B) no	○ ○ ○ ○ ○ ○ ○
5b. How much information do you think you have about <b>school psychology</b> as a potential career choice?	
A) no information B) slightly informed C) moderately informed D) extremely informed	○ ○ ○ ○ ○ ○ ○
5c. In what ways have you learned about <b>school psychology</b> ? (Mark A for all that apply).	
-information provided by the National Association of School Psychologists	○ ○ ○ ○ ○ ○ ○
-information provided by the American Psychological Association	○ ○ ○ ○ ○ ○ ○
-contact with a school psychologist	○ ○ ○ ○ ○ ○ ○
-contact with other professionals (e.g. other psychologist, teacher, special education teacher)	○ ○ ○ ○ ○ ○ ○
-undergraduate major advisor	○ ○ ○ ○ ○ ○ ○
-other undergraduate faculty	○ ○ ○ ○ ○ ○ ○
-career placement office	○ ○ ○ ○ ○ ○ ○



**EASTERN ILLINOIS UNIVERSITY  
SURVEY - QUESTIONNAIRE FORM**

**IMPORTANT DIRECTIONS  
FOR MARKING ANSWERS**

USE NO. 2 PENCIL ONLY

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- Erase clearly any answer you change.
- Make no stray marks.

**GENERAL DIRECTIONS  
Psychology Interest Survey  
(continued)**

Please re-enter the last four digits of your social security number to the right in the spaces marked ABCD. This is for clerical use only.

CODES									
A	B	C	D	E	F	G	H	I	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
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4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**DO NOT WRITE IN THIS AREA**

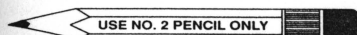
	A	B	C	D	E	F	G
-textbook (please identify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-course(s) in which school psychology was discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-information from specific school psychology program(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-directory of school psychology programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-speaker on school psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-poster/brochure about school psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5d. Of the items identified in #5c, place a checkmark next to the left of those which were most helpful to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6a. Do you think you have enough information about <b>selecting a graduate training program in school psychology</b> ? A)yes B)no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6b. If "no", what other information would be helpful? (list).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6c. How much information do you think you have about <b>graduate training in school psychology</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A) no information B) slightly informed C) moderately informed D) extremely informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6d. In what ways have you learned about <b>graduate training in school psychology</b> ? (Mark A for all that apply).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-information provided by the National Association of School Psychologists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-information provided by the American Association of Psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-undergraduate major advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-other undergraduate faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-career placement office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-information from specific school psychology program(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-directory of graduate psychology programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>CONTINUED ON REVERSE SIDE</b>							

	A	B	C	D	E	F	G
6e. Of the items identified in #6c, place a checkmark next to the left of those which were most helpful to you.							
7. What professional services do you think school psychologists typically provide? (Mark A for all that apply).							
-assessment							
-consultation							
-interventions							
-research							
-supervision							
-program evaluation							
-other (specify)							
8. What professional services do you think you would most like to provide as a professional psychologist?							
-assessment							
-consultation							
-interventions							
-research							
-supervision							
-program evaluation							
-other (specify)							



# EASTERN ILLINOIS UNIVERSITY SURVEY - QUESTIONNAIRE FORM

## IMPORTANT DIRECTIONS FOR MARKING ANSWERS



- Do NOT USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

## GENERAL DIRECTIONS Psychology Interest Survey Section Two

Please enter the last four digits of your social security number in the spaces marked ABCD to the right. This is for clerical use only.

CODES									
A	B	C	D	E	F	G	H	I	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

	A	B	C	D	E	F	G
1. In which of the following areas of psychology are you considering graduate training? Mark A next to all that apply.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-clinical psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-counseling psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-experimental psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-school psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-industrial/organizational psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-Not interested in graduate pursuit in psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Rate your interest level in graduate pursuit in <b>school psychology</b> . (A extremely not interested; B moderately not interested; C slightly not interested; D slightly interested; E moderately interested; F extremely interested; DON'T MARK G)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How much information do you think you have about <b>school psychology</b> as a <b>potential career choice</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A) no information B) slightly informed C) moderately informed D) extremely informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How much information do you think you have about <b>graduate training in school psychology</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A) no information B) slightly informed C) moderately informed D) extremely informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you believe your knowledge about the services school psychologists typically provide has increased as a result of the presentation that was given?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A) yes B) no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How relevant was the presentation on school psychology to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A) not relevant B) slightly C) moderately D) extremely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How interesting and informative was the presentation on school psychology to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A) not relevant B) slightly C) moderately D) extremely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. As a result of the presentation, will/are you looking into finding out more about school psychology? (e.g. read NASP materials, speak with faculty and/or graduate students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A) yes B) no C) maybe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUED ON REVERSE SIDE